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## THE SYSTEM OF QUALITY ASSURANCE IN HIGHER EDUCATION IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS BY THE EXAMPLE OF THE USA

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### Abstract

*Introduction.* Education always performs an important function of the society and state aimed at formation and development of socially significant qualities not only for each person as a member of society and a citizen but the whole state. Quality higher education orients the society's life, transforms it into successful society in future; forms new thinking, new vision of the sense of life, raises the status of the state at the international level and stimulates the development of the economics of the whole country. An important component of the strategy of development of higher education in Ukraine is determined an efficient system of internal and external ensuring its quality.

The *aim* is to determine and theoretically generalize the peculiarities of concept-based principles, content and organization of the quality assurance system in professional training of specialists in physical education and sport in the USA.

*Results.* In the research the distinctive concept-based principles, content and organization of the quality assurance system in professional training of specialists in physical education and sport in the USA were determined. There were also characterized and distinguished by content twelve academic paths in training specialists in physical education and sport in the US universities and combined into four areas. Six basic components of higher education quality assurance in the field of physical education and sport in the USA were distinguished and characterized: education field «Fitness, rest and leisure» determined by the state; wide autonomy of universities and civilian control of regulating the quality of training specialists in physical education and sport; unified system of assessment of learning outcomes in senior school and universities; extended admission control; ongoing selection in universities; system of controlling professional competences of university graduates.

*Conclusions.* Creative usage of progressive ideas of practice in the USA will promote modernization and innovative structuration of the Ukrainian system of higher education quality assurance in general and professional training of specialists in physical education and sport, notably.

**Key words:** education quality, academic path, bachelor, professional training, specialist, physical education, sport, the USA.

**Introduction.** Higher education is a constantly developing system, which adapts to demands of the time, constantly transforms trying to meet the current society's needs. Quality higher education improves the status of the state at the international level and stimulates the development of the economics of the whole country.

“Education has always been a special function of the society and state aimed at formation and development of socially significant qualities of every person as a member of society and a citizen of the state. Through education as the most massive social institute the impact on forming the mind of the society is accomplished, the processes of conscious self-development of citizens are regulated. As a social and cultural phenomenon education is people's attribute, their integral companion in progressive movement of evolutionary development. Education focuses the society's life turning it from ‘the society today’ into ‘the society tomorrow’; forms new thinking and new vision of the sense of life” [1, p. 5].

A meaningful component of the strategy of development of higher education in Ukraine for the years 2021-2031 the Ministry of Education and Science of Ukraine defines “an efficient system of internal and external ensuring higher education quality” [2].

The experience of quality assurance in training specialists in physical education and sport in the United States of America (*hereinafter referred to as* – the USA) systematically demonstrating steadily high measures of quality in functioning of the field of physical education, recreation and sports (leading positions in various world sporting events, high

level of the population's involvement in doing recreational motion activities, fitness, recommendations in recreational motion activities and healthy lifestyle implemented at the state level, high level of sporting equipment infrastructure) is significant.

O. Romanovska defines the results of high level of higher education quality as follows: “great economic as well as scientific and technological potential of the USA is the result of calculated democratic system of providing education to American citizens, involving prominent specialists from all over the world in scientific-research and pedagogical activities, considerable and constantly growing expenses on staff training and retraining in their own country, and using the latest technologies, machinery and equipment” [3, p. 88].

In many scientific researches of Ukrainian scientists the issue revealing not only general conceptual basis of quality assurance in continuous professional education is covered multilaterally – S. Sysoieva [1], N. Stepanchenko [15], S. Shandruk [21], but also a wide spectrum of scientific researches of pedagogical education of the USA – O. Romanovska [3], and theoretical and methodological as well as applied aspects of functioning and development of the field of physical education and sport together with professional training of future experts in this sphere abroad – S. Medynskyi [5], T. Osadcha [22].

**Connection of the work with significant research programs or practical tasks.** The researches were conducted within the topic “Professional training of future teachers of physical education under



conditions of transforming education” in accordance with the scientific and research work plan of Bogdan Khmelnytsky Melitopol State Pedagogical University for the years 2020-2024. The author’s role consists in substantiating the opportunities for creative implementation of foreign positive experience into the system of higher physical and sports education of Ukraine.

The **aim of the research** is to report on and theoretically generalize the peculiarities of concept-based principles, content and organization of the quality assurance system in professional training of specialists in physical education and sport in the USA.

**Material and methods of the research.** The following methods were used: analysis, search, synthesis and generalization of national and foreign scientists’ works, official documents, and original documental sources; comparison for social and pedagogical facts, phenomena and results; component and structural – to distinguish the main components of quality assurance in the system of professional training in physical education and sport and substantiate prominent principles and functions; interpretation and analytical – to conduct concept-based analysis, form generalized conclusions, assessments and finding rational and practical and value-based; statistical analysis – to evaluate the state and dynamics of development of the educational sphere of physical education and sport in the USA.

**Results of the research and discussion.** The researches of the system of professional training of specialists conducted by us let distinguish basic components of higher

education quality assurance in the field of physical education and sport in the USA.

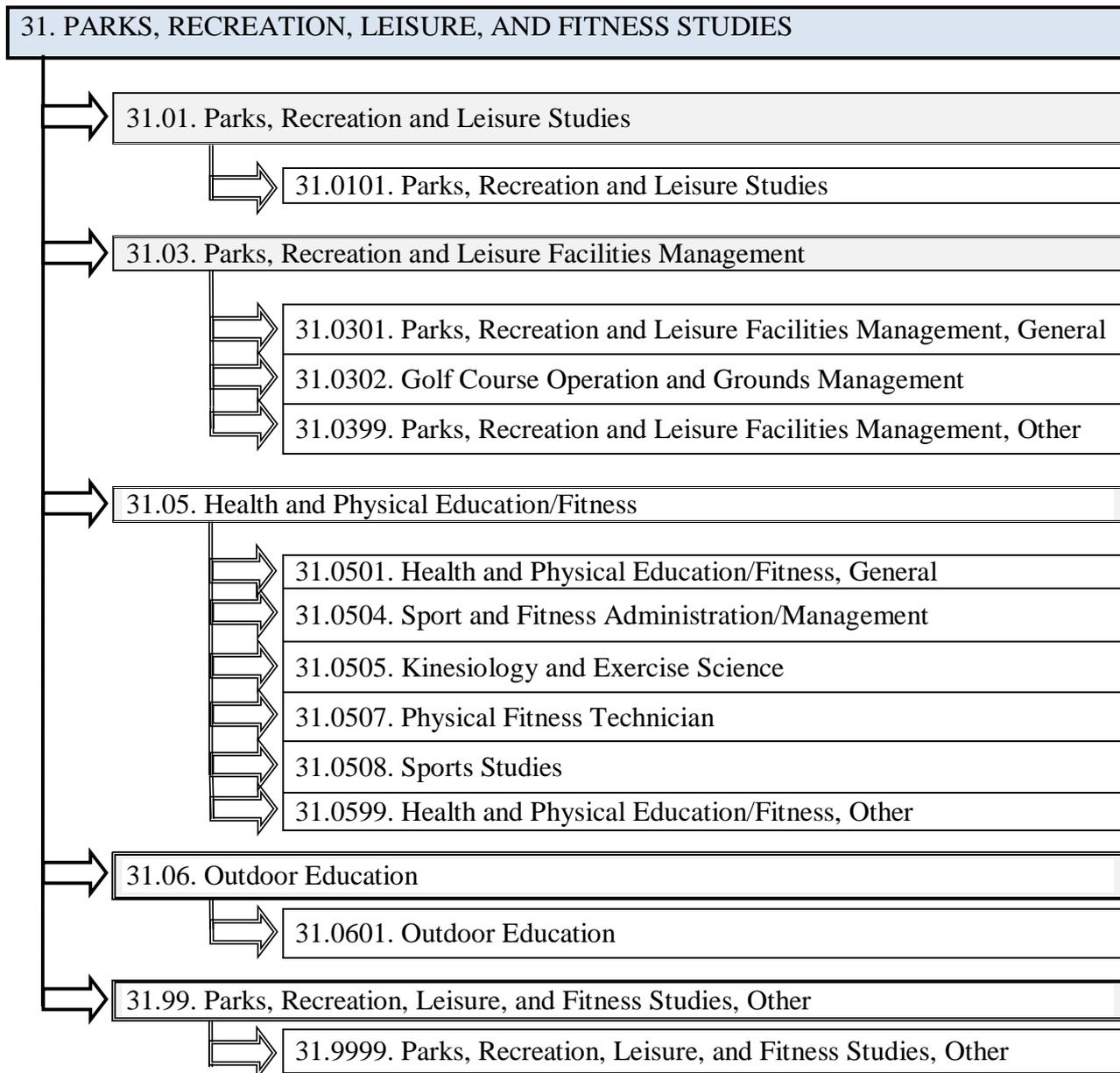
1. *Education field “Fitness, rest and leisure” determined by the state*

The Department of education of the Educational sciences institute of the US National center of educational statistics has developed the Classification of Instructional Programs (*hereinafter referred to as – CIP*) being a classifier of instructional programs in higher education institutions of the USA [4]. CIP determines more than 60 areas of expertise among which we point out the ones belonging to the field of physical education and sport:

– *Education*, ordinal code 13, which includes the instructional program with the code 13.1314 *Physical Education Teaching and Coaching*;

– *Parks, Recreation, Leisure, and Fitness Studies*, ordinal code 31 including training specialists in physical education and sport.

In accordance with CIP, the area Parks, Recreation, Leisure, and Fitness Studies includes 5 concentrations and 12 instructional programs (fig. 1). This is a wide spectrum of instructional programs focused on providing services in the field of recreation, leisure, and fitness: studying physical and functional state of a person; principles of recreational and leisure activities; methodology of providing recreational services to wide masses of population; learning the principles and methods of managing parks and other recreational and fitness institutions; developing skills of managing staff; awareness of the standards of health and safety, nature of interpersonal relationships, basis of business and marketing, and legal aspects of sport.



**Figure 1. Classification of instructional programs within the educational area Parks, Recreation, Leisure, and Fitness Studies in accordance with the Classification of instructional programs in the USA**

The scientific studies conducted by us let us distinguish 12 kinds of academic areas by the bachelor's degree which we have grouped into four concentrations by substantive content and by direction of professional activity in the educational field of physical education and sport of the USA:

1) *pedagogical*:

- physical education, pedagogical education;

- adaptive physical education;

2) *trainer and instructor*:

- specialist in fitness;

- scientific basis of trainings, and/or applied exercise and sporting science;

- psychology of sports and leadership;

3) *recreational and rehabilitation*:

- athletic trainings;

- food and nutrition;

- introduction to motion therapy;

- strengthening health;



- recreational therapy;
- 4) *administrative and management*:
  - sporting administering/management;
  - administering of rest [5, p.110–111].

2. *Wide autonomy of universities and civilian control of regulating the quality of training specialists in physical education and sport*

The field of higher education is not regulated and the US universities have autonomy, notably in determining the forms of training sessions. The US Constitution leaves the power to the states to operate the managing functions not falling under any specific federal governance. The government of the state gives a permission to create an educational institution but does not accredit it and does not guarantee the quality of its activity.

As state educational institutions belong to different states, the government of each state also patronizes financial provision of education and improving the quality of educational services. Though universities are given autonomy towards organizing educational activity and substantive content of instructional programs, they have to be guided by all-national standards.

The standards developed at the national level serve as a basis, which every state's Council in education issues uses to create the standards to the training programs for teachers, which are requirements to the programs based on the laws of each state. The activity of the state administration bodies in education is quite diversified.

The US Education Department positions improvement of the students' competence levels on the way to their emergence as a full functional unit of

the society, their competitiveness, and improvement of the level of awareness as well as providing equality of rights for all the students regardless of their racial identity or financial status as the aim of their activity [6].

The US Education Commission provides for the agreement between the states having been brought into force in 1965 to improve state education and promote exchange of information, ideas and experience between politicians and educators.

The US Education Commission gives unique opportunities for partnership, information exchange, and promoting development of politics based on the most innovative strategies and the results of the researches. The aim of the Commission's activity consists in helping the states develop efficient policy and strategy of state education via providing information, conducting researches, analysis, promoting cooperation, exchange of ideas and educational concepts between the states [7].

In the USA, there are a great number of civic organizations directing their activity to improvement of quality of education in the field of physical education and sport.

*National Education Association* is the biggest professional organization and the biggest labor union in the USA emphasizing their activity on "defense of the experts in the field of education and uniting its members and nations for keeping the promise on public education and training every student for success in diverse and mutually dependent world", and on the opportunity to provide equally high level of education to all the US students regardless of their financial



situation [8].

*The Association of American Colleges & Universities* is a prominent national association providing support to quality, viability and social reputation of humanitarian (general) education for students. Their members devote their activity to extending the advantages of general education for all the students regardless of the area of their specialty. The association is working hard on strengthening and promoting humanitarian education at the state and local levels as well as helping specific colleges and universities to maintain high education quality level in severe economic and social conditions [9].

*American Association of State Colleges and Universities* is a union of higher education institutions supported by the state offering educational programs of bachelor's, master's and PhD degrees. The association's activity provides for spreading the awareness, acceptance and support of the system of state higher education by the society; developing efficient teaching technologies aimed at improving the education quality; providing economic progress and promoting educational innovations; creating the conditions for professional development of the higher education institutions' administrators as well as highly qualified educators and prospective scientists [10].

*American Alliance for Health, Physical Education, Recreation and Dance* is a national non-commercial organization dealing with distributing and promoting education, scientific-research work, and professional activity related to implementing healthy and active lifestyle. The main focus of the alliance's activity is

motivation among people of any age to reach and maintain physical shape, health and well-being; encouraging teachers, parents and adult leaders to responsibility for raising children and youth in the context of healthy lifestyle. The alliance includes five independent national associations and six regional associations. Five national associations structurally present their own sphere of interests:

1) National Dance Association favors healthy professional practice in dancing education;

2) American Association for Physical Activity and Recreation is an association of higher education institutions' teachers, students, specialists in the field of fitness, instructors in recreation and social leaders promoting lifelong physical activity, adaptive physical education and recreational sports among people of any age and capabilities;

3) American Health Association assists the specialists in the field of healthcare in promoting their own opinions on healthy lifestyle in education;

4) National Association for Sport and Physical Education promotes professional practice in different sports and motion activity via studying and spreading information;

5) National Association for Girls and Women in Sport provides leading instructions and standards for women's athletic programs in colleges and schools as well as materials on gender equality to gain equal funding, quality and level of respect for girls' and women's instructional programs [11].

To guarantee high level of education quality in the decentralized system of administration the



accreditation practice has emerged in the USA. The governmental and non-governmental organizations are involved in the accreditation process, which are accreditation agencies. The accreditation agencies, which are independent associations of regional or national importance, develop the criteria and carry out evaluation of educational institutions to find if the declared criteria are fulfilled [12].

The accreditation in the USA is a system of controlling education quality considering the interests of all parties concerned in education development also combining social (specialized and professional) and state (institutional) forms of control.

Institutional accreditation is a system of evaluating an educational institution regulating balance between the rights of educational institutions and their responsibility. It usually covers activity of the whole educational institution indicating that each part of the institution makes its contribution into reaching the institution's goals, though not obligatorily at the same quality level. Such type of accreditation is accomplished by the commissions of regional accreditation associations and a number of national accreditation agencies.

Specialized or academic accreditation means evaluating separate instructional programs and educational institution's activity in training specialists of specific professions. Academic programs, structural units or colleges being a part of an institution are usually controlled.

Most higher education institutional units gain an opportunity to get federal funding maintaining the

accreditation status given by only one of the acknowledged accreditation agencies.

### *3. Unified system of assessment of learning outcomes in senior school and universities of the USA*

The students of American senior school (forms 10-12) study by the learning outcomes' assessment system identical to the assessment system in the US universities and colleges. By the results of studying at senior school, a student gets GPA (Grade Point Average) which is also taken into consideration during admission. Studying at senior school is more like training courses for admission for the university than traditional school education.

It is principally caused by introducing vocation-related subjects into senior schools program, such as medicine, economics, programming, finance, agronomy (in village schools), etc. Every student (with a consulting teacher's assistance) makes an individual plan of studies according to their own interests and future concentration. A student's work is graded in points. The points are summed for the whole studying period (completing specific tasks, tests, extra-curricular activities and final graduation exam).

In American universities and colleges, not less than ten types of assessment systems are used. The subject includes various types of activity: lectures, seminars, practical lessons, laboratory lessons, self-study work, home works, midpoint and final tests, pass-fail exams. All types of activity constitute 100% of a student's academic workload.



A teacher decides a number of points for each type of activity on their own giving an opportunity to grade a student's final work in the given subject [13, p. 23–24].

It is worth noting the existence of the registry system of grading students

in the US educational institutions by GPA, which is a five-mark grading system of the students' learning outcomes. Maximal number of points is 100% – grade 4 (A). Further, the performance level in specific subject is determined using table 1.

Table 1

### Converting performance into GPA

Percentage of points	Grade	GPA grade	Variations
90–100 %	A	4	3.5–4
80–89 %	B	3	2.5–3.49
70–79 %	C	2	1.5–2.49
60–69 %	D	1	1.0–1.49
0–59 %		0	0

Determining general performance among students at the end of the term takes place by GPA. So, GPA is an average score calculated basing on the sum of the number of points gained by a student during the specific period and divided by the general number of credits:  $GPA = \frac{\sum k*d}{\sum k}$ ,

where: k is a number of credit-hours in one subject; and d is a student's mark in this subject.

Of course, there modifications of various types, deviations and peculiarities of assessment scales depending on the state and school but the presented scheme is basic not only for senior school but also for colleges and universities of the USA.

#### 4. Extended admission control

Future applicants complete testing during the last year of studies at senior school. The procedure of holding tests is controlled by the civic organizations – Educational Testing Service (ETS) and American College Testing Program (ACTP). To become a student a graduate from senior school has to apply for the chosen university or college and provide the gained testing

results.

All students in America do a Scholastic Assessment Test (SAT) and/or American College Testing Assessment (ACT). When choosing the tests the abilities and needs of an applicant are of a great importance. SAT is considered logical and mathematic, and ACT – a humanitarian one [14].

Higher education institutions usually accept both SAT and ACT results, as these tests perform the same functions – to check whether an applicant is ready to study at higher school or not. An applicant can choose the test fulfilling their abilities and knowledge the best (table 2).

Except the results of independent test and school GPA, the procedure of accepting to the US higher education institution includes the component of university selection of applicants. Such elements are: a specific school GPA, writing an essay and filling a lot of questionnaires and forms letting universities make their own elements of selection to an educational institution.



Table 2

### Difference between ACT and SAT tests

Periods for completing the test	SAT	ACT
	September, October, November, December, January, May, June	September, October, December, February, April, June
Cost for American students	\$ 43 + \$ 9 for every additional Subject Test	\$ 31 for ordinary one, \$ 46 for PlusWriting
Cost for foreign applicants	\$ 71 + \$ 20 for every additional Subject Test	\$ 58 for ordinary one, \$ 73 for PlusWriting
Focus of the test	analytical and logical abilities, vocabulary	ability to search for general idea, correcting mistakes
Time for doing the test	3 hr. 30 min. + 1 hr. for every additional Subject Test	3 hr. 30 min. + 30 min. for the Writing section (4 hr. in general)
Correcting the answers	not allowed	allowed
Time until getting the results	in 3 weeks online, in 6 weeks via mail	in 2.5 weeks online, in 3–8 weeks via mail
Part of the USA where the test is common	West and East coasts, South, Alaska	central, continental and South-Eastern states
Number of HEIs where the results can be sent	4	6

It is worth noticing that every educational institution has its own rating formed with a sum of points using a wide spectrum of indicators. The correlation between the number of people having applied for admission and the ones accepted for the studying is one of the rating sections. That is why the higher education institutions eagerly send application forms to all those wishing and advertise themselves.

#### 5. Ongoing selection in the US universities

All the students eager to get a bachelor's degree have to choose their academic specialty. Studying by the chosen academic specialty usually begins after the second year of studies [15, p.274–275].

Ongoing selection by the results of both learning specific subjects and GPA in the set of subjects is

traditionally used in the course of admission to studying the set of academic specialty (after two years of studies). Students have to complete all the compulsory subjects of the set of general training and vocation-related subjects of the field determined by their academic specialty [16].

For example, at the University of Central Arkansas there are the following requirements for admitting students to the training program in academic specialty 'Kinesiology, physical education – teacher training':

- school GPA not lower than 2.5;
- completing the subjects 'Safety and fitness basics'; 'Algebra for college', 'Applied mathematics for business and economics' not lower than C;
- completing practical training in 'Preliminary professional skills' during the first year of studies the latest with a positive mark;
- having two recommendations from



the teachers of pedagogical subjects (subject 1300 – ‘Specialty introductory course’);

– GPA during studying at the University of Central Arkansas not lower than 2.5 [17].

To get a bachelor’s degree you need to complete the following demands:

– to maintain an overall GPA and GPA in the subjects of academic specialty not lower than 2.5;

– to complete a number of subjects in ‘Kinesiology, physical education – teacher training’ academic specialty with a mark 4 and higher;

– to complete a number of subjects of the set of medical education with a mark 4 and higher;

– to complete PETE practice 4690/4691 with a mark 4 and higher and complete the practice results’ presentation with a submitted portfolio;

– to demonstrate professionalism via permanent membership in the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and additional membership at least in one local professional organization.

Also to get a bachelor’s degree you need to complete the subjects in seven kinds of sports successfully (two team sports, two individual ones, dancing, active games, etc.) [18].

For admission to the master program there are the following demands:

– bachelor’s degree in kinesiology;

– GPA not lower than 2.5, and GPA in the set of academic specialty subjects not lower than 2.75;

– getting at least 150 points in

Graduate Record Examination in language component, 141 points in qualitative component, and 3.5 points in written component;

– to get three recommendations from the faculty representatives.

Moreover, at the University of Central Arkansas there is a rule of “three Cs” for the students of the master program. If a master student gets the C mark more than three times during their studying for the master’s degree by the results of examination session, they are dismissed.

Similar requirements to the learning outcomes – an ongoing selection is present at all the US universities.

A general tendency observed in the programs for training teachers is early, frequent and long-term professional practice for students. Completing field experience requires the existence of certification in first aid from the US Red Cross or certification in emergency response or workplace training as well as certification in cardiopulmonary resuscitation. A particular importance is given to professional and practical component of educational process (practice variations last up to one year); for admission to practice specific demands are made. It is important that reporting on the completed practice is compulsory [19].

The efficiency of an ongoing control of the quality of education is proved by the stability of static correlations between the numbers of applicants-graduates of all the colleges and universities in the USA during the years 1950-2015 (table 3).



Table 3

**Static correlation between the numbers of applicants-graduates in the universities and colleges of the USA**

Admission year	assistant degree (thousand)			bachelor's degree (thousand)		
	Admission	Graduates in 2 years	% of graduates from the number of applicants	Admission	Graduates in 4 years	% of graduates from the number of applicants
1970	2319	292	12.6	6261	945	15.1
1975	3970	406	10.2	7214	921	12.8
1980	4526	434	9.6	7570	7214	921
1985	4531	436	9.6	7715	1018	13.2
1990	5240	504	9.6	8578	1169	13.6
1995	5492	571	10.4	8769	1202	13.7
2000	5948	595	10.0	9363	1399	14.9
2001	6250	634	10.1	9677	1439	14.9
2005	6488	728	11.2	10999	1601	14.6
2006	6518	750	11.5	11240	1650	14.7
2010	7681	979	12.7 <sup>50</sup>	13335	1974	14.8
2015	7500	930	12.4	13494	—*	—*

The number of applicants and graduates of the assistant's degree has risen equally during the given period – within 3.3-3.4 times. Despite qualitative increase of applicants and graduates of the assistant's degree it is worth noticing that during the years 1970-2010 the percentage point of the people having gained this degree fluctuates between 10-11% of total number of the accepted.

Concerning the bachelor's degree, the number of applicants during the same period increased by 2.1 times and the number of graduates did only by 1.7 times. The percentage point of the people having gained the bachelor's degree during this specific period fluctuates between 14-15 % of total

number of the accepted. Such a low percentage point of the assistant and bachelor graduates shows: high demands to the level of knowledge, practical skills, and abilities of students; objective and impartial assessment both in specific subjects and in a total mark for specific sets of subjects forming a basics for an ongoing selection of the students; complexity of instructional programs and high level of education quality in the US higher education institutions.

*6. System of controlling professional competences of university graduates*

Most states require a specific kind of collecting continuous educational credits from teachers if they want to



save their license. Most school districts provide opportunities for continuous education related to the topics regulated in accordance with the objectives and tasks of specific schools and the needs of students in their district. Except meeting the demands of particular schools and school districts the license programs have one more important task – to persuade the teachers that they had not completed but only started to go along their way of professional formation and development [20].

The specific features of the teachers' advanced training system in the USA are: implementation of flexible curriculums and variable programs; away-forms of advanced training; the exact amounts of advanced training defined in labor contracts; implementation of competency testing procedure [21, p.107–109].

T. Osadcha [22] mentions that one of the selection stages for future teachers in the USA is a process of their certification. Every graduate of the program for training teachers in physical education has to get a certificate for the right to teach at the schools of the state for getting a position of a teacher. To attain this they complete the demands of the Certification Commission of the state's Education Department. These demands include the necessity to prepare corresponding documentation, pass the exams, have a GPA not lower than 2.50 for the years of studies (not lower than 2.75 in the last term) and a high mark for pedagogical practice.

To get the certificate you must pass the three following exams:

1. Exam in comprehensive knowledge

(National Teacher's Exam);

2. Exam in professional training and pedagogical competence;
3. Specialty exam.

The specialty exam is administered by the State Commission for Teachers' Certification. The results of this exam have a considerable impact on the commission's decision on assigning the certificate to a future teacher [22, p. 44].

Most states require that the PE teachers had specific licenses or certificates. 92% (42 states) demand the existence of licenses for the primary school teachers, though 57% of the states let the primary school teachers (universals) teach children physical education. The existence of the certificate or license for PE teachers at the secondary school level is required by 90% of the states (46), and for high school – 98% (50 states).

In 36 states (71%) the people eager to teach physical education are required to pass the exams having completed which they get a certificate or a license (in 26 states) which are PRAXIS I or PRAXIS II. Passing this exam is required also for renewing and maintaining the license.

61% of the states (31) provide active support for the PE teachers eager to pass certification in the National Board for Professional Teaching Standards (NBPTS). 22 states encourage teachers to this kind of certification, and 9 states also provide support and consulting through the whole process.

Developing the standards for training PE teachers is done by the Teacher Certification Commission of the State Education Council. It is worth noting that this particular commission



develops also the demands to certification of future teachers as well as the standards for teacher training program accreditation.

**Conclusions.** In the USA, education quality assurance is positioned as a permanent process of improvement requiring constant support at all levels.

1. At the state level the education field “Fitness, Rest and Leisure” is determined.

2. At the university level, instructional programs have corresponding structure and policy aimed at supporting high quality including competitive instructional programs. The responsibility for the quality of instructional programs is put directly on universities; the education quality control considers interests of all the parties concerned in developing the parties’ education and combines civic (specialized, professional) and state (institutional) forms of control. Not only state administrative bodies (federal and local) are involved in administering the quality of training specialists but also all-national civic organizations in education, physical education and sport.

3. At the personality level there is a unified system of learning outcomes assessment at senior school and universities. Gaining higher education in the US senior school and universities does not lead to stress manner of studying and allows having an easier adaptation to university demands and adult independent life.

4. All-state level is determined by the demand of admission control as ACT and SAT tests conducted by independent civic organizations and together with the universities’

requirements form the structure of enhanced admission control.

5. The university system of ongoing selection is the project determined by the result and product characterizing the level of educational institution due to developing a highly competitive specialist.

6. The control system of the university graduates’ professional competences. The administration of specific states has introduced the process of certification/licensing of future teachers. Every graduate of the teacher-training program in physical education has to get a certificate/license for the right to teach at the schools of the state for getting a position of a teacher.

So, the studies conducted by us, existing international experience and current theoretical works of Ukrainian scientists indicate multilevel system of the components of education quality assurance.

#### **Prospects for further research.**

The conducted research does not conclude all the aspects of the studied issue. We find the following directions for further research prospective: theoretical principles of professional training of specialists in physical education and sport in other countries under globalization of world education space; comparative analysis concerning improving the process of professional training in higher educational institutions of Ukraine using advanced experience of the USA; legal and organizational mechanisms of correlation between state and civic administration of quality of training specialists in physical education and sport in Ukraine.



Creative usage of the ideas of American practice is going to promote modernization and innovative

structuring of Ukrainian system of professional training specialists in physical education and sport.

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